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NDEA FIELD SUMMER LANGUAGE INSTITUTE FOR SECONDARY FRENCH AND SPANISH (2D WEST VIRGINIA UNIVERSITY, JUNE 27 TO AUGUST 19, 1966). FINAL TECHNICAL REPORT.

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PARTICIPANTS IN THE 1966 NDEA LANGUAGE INSTITUTE HELD AT WEST VIRGINIA UNIVERSITY WERE THOSE SECONDARY SCHOOL TEACHERS WHO HAD PREVIOUSLY ATTENDED AN NDEA INSTITUTE FOR ADVANCED TRAINING IN THEIR PRINCIPAL LANGUAGE TEACHING FIELD, BUT WHO FROM CHOICE OR NECESSITY HAD BEEN ASSIGNED FRENCH OR SPANISH AS A SECOND TEACHING FIELD. THE REPORT OF THIS INSTITUTE DESCRIBES THE PLANNING OF THE INSTITUTE, SELECTION OF PARTICIPANTS, CONTENT OF COURSES, AND INSTRUCTIONAL PROGRAM. THE PROGRAM REPORT EMPHASIZES THE VARIETY OFFERED BY THE FOUR DEMONSTRATION CLASSES IN WHICH DIFFERENT SETS OF MATERIALS WERE USED, OPPORTUNITIES WERE [illegible]ED FOR PRACTICE TEACHING, SPECIAL HELP WAS GIVEN TO PAR[illegible]PANTS IN LINGUISTICS AND METHODOLOGY, AND SOLVING PRO[illegible] PECULIAR TO THE TWO-LANGUAGE TEACHER WAS DISCUSSED. ROSTERS OF STAFF AND PARTICIPANTS, ALONG WITH SCHEDULES OF BOTH THE INSTRUCTIONAL PROGRAM FOR THE SPANISH AND FRENCH SECTIONS AND THE EVENING PROGRAM OF LECTURES AND FILMS WERE INCLUDED. (AUTHOR/AM)

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FINAL REPORT
on the
NATIONAL DEFENSE LANGUAGE INSTITUTE

Conducted At

WEST VIRGINIA UNIVERSITY

Morgantown, W. Va. June 27-August 19, 1966

FL000 333

FINAL TECHNICAL REPORT
ON THE INSTITUTE FOR SECONDARY FRENCH AND SPANISH
(Second-Field - Uncoded)

AT: WEST VIRGINIA UNIVERSITY

DATES: (From) June 27 (To) August 19, 1966

SUBMITTED BY: ROBERT STILWELL
(Director)

West Virginia University Second Field Summer Language Institute, 1966
Final Report

I. Introduction.

The need for one or more specialized institutes for teachers of two languages became apparent almost from the beginning of the institute program. The first plans for such an institute were prepared at West Virginia University in the summer of 1962. The proposal that resulted from the many conferences on the subject was submitted for consideration in the Fall of 1962 and approved in November of that year. The four second field Spanish and French institutes held from 1963 to 1966 have been filled without difficulty. In fact, in each case a number of able and deserving applicants have been turned down for lack of space. In general, it has been our policy to give preference to deserving alternates from preceding years. The number of applications received from qualified high school teachers has declined only slightly in the last two years, indicating that the need for this type of help is likely to continue for some time.

II. Description of the Institute.

A. Program

We have come to understand more and more clearly as we work with the second field institute that it requires a specialized program. This comes from several facts: In the first place, since we have had the only second field institute in Spanish and French, we have recognized our responsibility to make our program as inclusive as possible. We wanted to give help where it was most needed, and this has made it impossible for us to stick to a code. Some of our applicants were quite weak in their second language. We could have rejected some of these people on the grounds of maintaining a degree of homogeneity among our participants, but we have found that almost all of them would be obliged to teach the second language, whether they attended this Institute or not. Since we thought it to be the intent of the law under which we operate to give all possible help to foreign language teachers, we felt it incumbent upon us to accept those applicants who seemed to us to be in greatest need of the kind of help we could offer. It has come about therefore, that some of our participants have been exceptional linguists, with a command of two, three, or more languages, while others were seriously deficient in their control of even one foreign language. Grouping has been a serious problem in this Institute from the beginning, and I feel sure that our success has depended on the soundness of our procedures in this respect.

Another fact that is of serious importance to our program is the inevitable split in levels. Since we must take people who have attended a previous institute, we are in a way a second level institute. Since,

however, the institute they attended first was in a different language, we operate in many respects on the first level. Add to this the fact that we draw from the entire country, as well as the fact that a few of our participants have attended two previous institutes, and it becomes abundantly clear that our program has to be planned with imagination and carried out with constant attention to the varying needs of a wide variety of teachers.

The Linguistics work is planned in such a way that each participant can call upon the knowledge and experience gained in his first institute. The teacher, Mr. Daly, is a high school teacher who has excellent training in Linguistics, has attended two NDEA institutes, and has a good command of Spanish and French, as well as two other languages. He makes every effort to discover what each participant knows about Linguistics, as well as what his attitude toward it is. He keeps the Spanish and French groups separate for lectures and discussions, and tries to give each the most practical applications to be made of Linguistics to the teaching of the target language. A series of tests enable him to direct outside reading and to make individual suggestions of ways to help fill in the gaps he finds. He attends many of the other classes of the Institute and tries in every way to make Linguistics a vital part of the entire program for every participant.

The demonstration work also presents special problems in this Institute. All of our participants have been exposed to at least one program, and all of them have already learned a good deal about the "new key". We find it particularly important in this Institute to offer a variety of demonstration classes. We also find it very helpful to have each participant do some teaching under the supervision of one of the demonstration teachers, and in the presence of some of his colleagues. We are all quite well aware that this last matter is somewhat controversial. Obviously, we are bound to expose the high school students, as well as some participants, to some rather bad teaching, and this in itself is not good. The results we have had, however, have just about all tended to strengthen our conviction that far more good than harm can be expected. Many of these teachers never really paid close attention to a demonstration class until they knew they were going to be called on to teach it. There are, to be sure, tricks for involving the participants in what goes on without giving them teaching assignments; but after all, they are teachers, and nothing substitutes for teaching. As soon as they know they will have to teach and that they will be expected to criticize the teaching of their colleagues, the entire operation acquires an immediacy for them that could, we believe, be achieved in no other way. Furthermore, some of them teach in two quite different programs, and this brings home to them as nothing else would the advantages and disadvantages of each set of materials. The four demonstration classes of the Institute provide a golden opportunity for comparisons and contrasts, since most of our participants are familiar with both French and Spanish, and since, for this reason, we encourage cross visiting.

The area work is also treated in a special way, largely because of the impossibility of homogeneous grouping. The lecture is usually short, running to about half the period. The conversation leaders are required to attend this lecture, and to take careful note of all that is said, and in particular of difficult or unusual words that might have been used. During the second half of the period, each class breaks up into the A, B, and C groups, each group with one of the conversation leaders. Each has a separate room, where discussions and questions and answers will be uninterrupted. The area lecturer spends one third of his remaining time with each of the groups. In this way, he can answer questions that might prove difficult for one of the informants, and at the same time, keep an eye on the entire operation. Such an arrangement might not be of help in an institute where homogeneous grouping on the basis of a code would exist, but it is certainly helpful here. Our C group is usually so far below our A group that no good could come of a discussion in the foreign language where all were expected to participate together. The arrangement we use is practical, and it saves embarrassment that can only throw emotion in the way of learning.

The materials and methods class presents a special opportunity in the second field institute. Here, it is not a matter of introducing all the participants to new things, but rather of making use of the vast amount of knowledge and experience the participants already have. Most of our participants are mature people with a good deal of teaching experience, and all of them have attended at least one previous institute. Our task is to bring out what they know, and see that they share it with one another and talk it over together. We establish panels of participants, sometimes including one or more staff members. We found this summer that it was almost impossible to bring up any subject within the whole broad field of materials and methods without finding at least one of our participants who had had experience with it or who had some knowledge of it from elsewhere. As a result of this state of affairs, this proved to be one of the richest facets of our summer's work. Aside altogether from the great value of the sharing of all this information, the psychological effect was quite gratifying. Experienced teachers are apt to be as lacking in humility as are other mortals. It is not easy for them to be always on the receiving end. We found that most of them sincerely welcome the opportunity to pass on what they know. A few of these periods were given over to publishers' representatives who had requested permission to demonstrate their material

The work in conversation, composition, and phonetics was much the same as that normally given in a first level institute, except for the greater emphasis on grouping. We tried always to coordinate the work in the dormitory and at the lunch and dinner table

with that given in the classroom. The matter of conversation presents a bit of a problem in this Institute, because most of the participants have both Spanish and French as their languages of greatest competence, and there is a tendency for one to interfere with the other. This happens especially in the case of those who are much weaker in the second language than in the first. A man who hears his colleagues speaking French, and who is relatively at ease in that language, will naturally feel more inclined to join in that conversation than to seek out his Spanish-speaking colleagues in order to speak with them a language in which he may be handicapped by a lack of vocabulary, or even a lack of knowledge of the basic structure. We warn the participants about this and try to arrange the program in such a manner as to put the least possible temptation in their way.

The evening programs consisted of a series of movies in French and Spanish and some lectures of special interest. Examples of the movies are, "Mexican Bus Ride", and "Passion for Life".

Examples of the lectures are "On the Fringes of Linguistics", by Professor Lawrence Poston, and "Some Unusual Insights into French Folk Music" by Professor Laborde. (For a complete schedule of the Institute, see Appendix).

B. Preparations for the Institute.

As soon as we received notification that our proposal for 1966 had been accepted, we began conferences with the University printer looking towards the publication of our brochure. Since we had held three previous second field institutes, all quite similar to this one, it was not necessary to arrange for a personal conference on the brochure in the Washington Office. The printer gave us a dummy, which we sent in for approval. A few details were changed by means of a telephone conference between Dr. Spillane and myself. The brochure was sent out quite early in January. Our mailing of brochures was governed mainly by the responses we received to our inquiry sent to directors of previous institutes. In this inquiry, we asked to have the participant lists with names checked of those who, for personal or academic reasons, would not make good participants in a second institute. We did not, of course, ask the directors to furnish information as to whether these earlier participants of theirs might be teaching two languages. Such information would be invaluable to us, but it is something the directors could not be expected to know and could hardly find out without the expenditure of a good deal of time and effort, if at all. We simply sent brochures to all those previous participants who were not eliminated by their directors. This is not a very economical solution, but it seems the only practical one possible.

It meant the mailing of about 7500 brochures for a return of some 500 inquiries, and eventually about two hundred applications that could be considered. Needless to say, we received quite a number of applications that had to be rejected, because the applicants had failed to understand the entrance requirements.

To me, the most distasteful part of directing an institute is the selection of participants. We set certain standards, such as a minimal knowledge of the target language, previous attendance at one or more NDEA summer language institutes, at least a B. A. degree from an accredited college or university, and evidence of a contract to teach the target language on the secondary level the following year. These things are mechanical; either an applicant is eligible under the limitations, or he is not. The difficulty comes when there are approximately 200 well qualified people left after all the screening, and we can accept only sixty. As indicated above, we gave preference to worthy alternates from previous years who had re-applied. This made the selection of the first twenty-five or so relatively easy. Beyond this point, however, we had to eliminate a lot of deserving teachers. The selectee loss was less than we anticipated, particularly in French. This means that we have quite a number left over who should receive consideration next year either here or elsewhere in a second field institute. Quite a large number of our selectees had applied nowhere else. In choosing our selectees, we tried to be guided first of all by the teacher's need, in so far as we could determine that need from the evidence at hand. The recommendations of the previous directors were helpful mainly in enabling us to eliminate some people from consideration. Occasionally, they would contribute to establishing a need, but not often. For the most part, we were dependent upon the letter written by the applicant and on his answers to various questions on the application form. If it was apparent that the applicant had a special reason for needing help in at least two of the seven areas covered by our Institute, we tried to find a place for him. We were especially concerned about those teachers who found themselves obliged to teach a second language, when their preparation in that language was inadequate. The Associate Director, two staff members, and I gave careful attention to every application, and even so, we are certain that there were injustices in our selections. The event proved, however, that we found sixty teachers who were unusually industrious, pleasant, and cooperative, and most of them really needed the help we could give them.

We have found that a very important aspect of preparation is the matter of information provided the participants. The brochure is, of course, quite limited, concerning itself mainly with outlining the basic description of the institute and the conditions for the acceptance of applications. Once a teacher has been selected, he should be given a good deal more information of a detailed nature about what he can expect to happen in the institute and what is expected of him. We send the selectees a great deal of such information in the letter offering them a position. Once they accept, we send them additional information that will be of value. We know that most participants have read this material very carefully before they come here, because they frequently reminded us of what we told them. This part of the preparation must be thought through with the greatest care and in the light of previous experience. It does not do to promise something and not follow through, nor is it good policy to say a thing is expected of every participant and then fail to see that it is forthcoming. Copies of all such information may be seen in the Appendix.

The preparations for the conduct of the Institute itself were begun at the close of the 1965 Institute. In long and fruitful discussions with all members of the staff, I was able to see clearly what had worked best and what needed revising. In fact, nothing in the entire institute operation is as important to me as the final evaluation at the end of it. Everything is then fresh in all our minds. We have just read the comments and criticisms left us by our participants. We are painfully aware, then, of all we might have done, and we are full of determination to do better next time. By keeping a careful record of these meetings and all that is said in them, we lay the groundwork for the next institute. After the staff left last summer, I read through the notes from the final meetings, thought over the entire operation, went through the participant comments, and wrote out a number of directives to myself about the next institute, if any. As the year advanced, I wrote to various of the staff who were not at this University, offering suggestions and asking for opinions. In this Institute, we have the great advantage of long acquaintance among just about all the staff. Since all of us are friends, we find it easy to keep in touch throughout the year, and this is most helpful. We then get together for special conferences before the opening of the Institute. A written plan is presented for the opening of the Institute. This includes such information as the time and place of meals, dormitory rules, special requirements of the Graduate School, etc., times for learning the use of the language laboratory, time and place of the MLA tests, and so on. Each staff member learns about the entire operation and about what, specifically, is wanted of him. By the time the participants begin arriving, all our preparations are complete, so that we are ready to receive them, to answer their remaining questions, and to make them feel from the very outset the firm unity and definite purposes of the Institute.

C. Progress of the Institute

We had asked all participants to be here on Saturday, June 25, or Sunday, June 26. All were here by Sunday evening. We got them together then to have them fill in their registration cards together. On Monday morning, June 27, we had our first general meeting of all staff and participants. At this meeting we introduced each participant, introduced the members of the staff, explained the entire program, gave all necessary directions, and answered questions from participants. After the meeting, we had them sign the Oath and Affidavit forms in the presence of a notary and gave them their checks amounting to forty per cent of the total they were to receive. Three participants did not receive their checks, because they had been invited just a few days before the opening, and there had not been time to change the checks that had been ordered. The participants then had something over an hour before lunch during which they could go to the bank and take care of other arrangements. On Monday afternoon from 1:00 to 5:00, we administered the written parts of the MLA tests. On Tuesday morning, we assigned each group two hours in the language lab and gave them a sort of dry test run to acquaint them with the operation of the machinery. On Tuesday afternoon, we ran the audio-lingual parts of the MLA tests. Despite the work of Tuesday morning, several people failed to follow instructions, and we had to run the tests again for them later. All got recordings eventually.

Wednesday, June 29 was the first regular class day. It was a normal class day except that the participants were not yet admitted to the demonstration classes. These had been begun on Tuesday, but the teachers wanted to have the students for two days before the participants were brought in. By Thursday, June 30, all phases of the operation were organized normally. The participants in each language had been divided into three groups, based on their showing on the MLA tests, plus whatever else we had learned about them. The groups were flexible, of course. Each participant understood that he was placed on a tentative basis and that he might be moved up or down, depending on how well he was able to get along where he was. We made a few changes upward as time went on.

Some of the participants in the A groups were fluent enough in the language they were studying that we could exempt them from some of the more basic drills and explanations. In place of this work, they were given assignments in writing to hand in. They were quite well pleased with this and all did creditable work.

I had explained to them at the opening of the Institute that July 4 came too near the beginning to take it out as a holiday. I told them this would be made up for them later in the Institute.

We have found in the past that giving students one long weekend near the middle of the institute is of great advantage physically and psychologically. With this in mind, we announced to them during the second week that Friday, July 22 would be a holiday and that they could plan for a long weekend at that time. During the fourth week, they received the second forty per cent of their stipends and dependency allowances. Many of them went home for a visit the weekend of the 22nd and some were invited to visit others or other friends who lived in this part of the country; a few stayed and rested up. All were back on the job the following Monday, and the effect was all we could have hoped for.

In this Institute, the weather was more of a factor than in any other we have held. During the first month, the heat and humidity here were high, actually above anything within the memory of our oldest citizens. The participants seemed to take it all in good part, however. The air-conditioned classrooms and labs helped, but we did not have air conditioning in the dormitory or in the dining rooms. We did what we could with fans, but nothing was of much help. Fortunately, the heat wave broke during late July, and the rest of the time was much nearer to normal, with more frequent showers and much cooler nights.

We had surprisingly little complaining from participants in this Institute. One participant who suffered from high blood pressure became worse and left the Institute abruptly at the end of the sixth week. She left without a conference with the director, simply dropping a note in the mail. This was another first in my experience, since on the few past occasions when a participant has dropped out, it has happened after long and exhaustive discussion between him and the director. When I wrote Sister Mary Protase to get the financial matters settled up, I called this to her attention. She replied that she had had a ride home and that she had been frightened because of the blood pressure and the airline strike, which was then in effect, and she had thought she ought not to delay. I was here, and it would have meant simply a brief trip to the office or a telephone call. At any rate, this was the only loss in participants. We had one brief period of difficulty about the food at the Spanish house. This was mainly the result of the fact that the housekeeper there was accustomed to providing meals for girls during the regular academic year, and she simply did not make allowance for the greater appetites normal for healthy men. After a bit of unpleasantness between the director and the ladies responsible for the operation of the sorority, the matter was cleared up, and the participants were quite satisfied with the food from that point on. This was the first Institute I have operated in which there was not at least one person who simply could not be pleased. All of them worked. All adopted a quite professional attitude. The fifty-nine who stuck it out all finished the work, and most of them with quite high marks. In these respects, it was the most pleasant of the six institutes I have directed.

A most unfortunate event in the Institute was the serious illness of the Associate Director, Professor Herrera. He was stricken with a heart attack on the first of July and remained in the hospital until the first week in August. I reported the facts to Miss Eaton and asked permission to employ Mr. Pablo Gonzalez, a member of our regular summer school staff, to assume part of Professor Herrera's teaching. This permission was granted. Professor del Valle generously assisted with the restof the teaching. I conferred every day with Professor Herrera making use of his experience gained in four of our previous institutes. Actually, we did not omit any part of the institute program, except for a lecture scheduled for Professor Herrera. We were all quite happy that Professor Herrera was able to come to the final program of the Institute when the participant certificates were given out.

The last meeting of the demonstration classes was on Tuesday, August 16. On Wednesday the 17th, we had a party for the kids, with a piñata and all other trappings. The other classes went on through Thursday morning. On the morning of Thursday, August 18, the participants received the last twenty per cent of the money that was due them, and they were given some free time before lunch to go to the bank and wind up their financial obligations. That afternoon, we administered the written parts of the MLA tests, and that evening we met for a final session together. Dean Frasure was there representing the University and handed out the certificates to the participants. We had brief talks by a representative of the French group, of the Spanish group, of the visiting staff, of the local staff, and a brief farewell by the director. On Friday morning, August 19, we administered the audio-lingual parts of the MLA tests and closed out the Institute. Most of the participants left Friday afternoon. The rest of them left Saturday morning.

Social high lights of the Institute were a picnic for all at Tygert Lake, the French party on July 14, and various song fests scattered throughout the eight weeks. An event of notable importance was the visit of Professor Poston on August 5. His lecture that evening was as well received as his lectures always are in every institute. We had also arranged for a lecture by Dr. Fabio Castillo, President of the University of El Salvador. He got as far as Washington but could not get air reservations that would bring him here and get him back to Washington in time for him to return home for certain important meetings he had scheduled there.

Throughout the Institute, I met frequently with the staff to discuss every problem and every change. Each staff member gave me a detailed written report on his activities. In order that the more unusual aspects of the Institute may be explained by those who know most about them, I am including in this account of the progress of the Institute, the reports of the four demonstration teachers and the Linguistics teacher. The culture and language work went pretty much according to plan as presented in the description of the program.

First Level Spanish Demonstration Class - Ahmed Fellague

The First-Level High-School Demonstration class in Spanish this year was conducted with the Encyclopaedia Britannica Films Visual-Audio-Lingual (VAL) materials of "La Familia Fernandez." This course is part of the sequence called "El Español por el Mundo" by John W. Oller, the second level of which being "Emilio en España".

This course may be said to be outstanding in many respects, both from the point of view of the foreign-language teacher and that of the student. The major points of its strength can be said to be the variety of voices heard through the films and tapes, the quality of the same, including the colors - the filmstrips particularly, in color, are very appealing, since they are actual color photos instead of cartoons as in some other courses and its facility of adaptation. The "job" of the teacher is rendered considerably easier - and more effective - by the rich variety of suggested activities in every lesson. This has two potential and even obvious advantages: it can satisfy both the needs of the creative teacher and those of the beginning, less confident one. With regard to the former, a teacher could select any one or several of the numerous exercises and drills contained in each lesson, treat them in any order, or ignore some of them if he so wished, according to each individual class and especially according to his own teaching personality. With regard to the inexperienced teacher, it is made in such a way for him that he can follow the Teacher's Manual to the letter (the Manual being a definite asset to this course) and find enough variety in it to make every class, or daily presentation, an interesting one for his pupils. The above remarks are justified by the long list of teachers, participants in this Summer's Institute, who, after having observed it and, for most, used it themselves in their demonstration, found it most satisfactory.

As to the specific procedure, I served as the demonstration and critic teacher for this course. I taught the initial two weeks straight through, under observation by the participants. The participants began, subsequently, to teach at the rate of one a day, with the exception of Wednesday of each week. Wednesday served as "Intervisitation Day" during which French and Spanish participants could go to observe either a French or a Spanish class of either Level I or Level II. Consequently, I taught every Wednesday, thus leaving four days a week for the participants to teach. There were usually two pre-class conferences between the participating and the critic-teachers to project the lesson plan for a given day. Most of the teachers did a commendable job, and although keeping true to the method and the intent of the course as a whole, did leave quite an imprint of their own individual personality as well as of their own approach. For instance, there was one who saw the need to use no less than five machines in one single teaching period, e.g. a film projector, a filmstrip projector, and ... three tape recorders ! Whereas there were those, several of them, who felt no need for any.

In addition to the regular daily forty-minute class, there were two half hour periods per week of language-lab work (Tuesday and Friday) during which the pupils heard and practiced the variety of exercises (Imitation, Question-Answer, Reconstruction, Application, Narration, etc.) and drills. The lab situation also allowed for a more effective means of correction and evaluation of the student's individual performance.

Thus, six units (lessons) were covered during the course of this Summer's Institute. To these units were added considerable amounts of related materials in the sense of extra vocabulary, songs, games, etc.

Judging from the unusual enthusiasm of the class, as well as from the observable demonstration of real interest in what went on, I can sincerely say that this particular demonstration was quite a success. Of 23 students, 21 have received a certificate of having "successfully completed" the work expected of them this Summer. Consequently, there is every reason to believe that, if not every one of them, at least most of them will have had a solid basis or foundation for their subsequent work in Spanish, regardless of what method or course they will undergo.

Second Level Spanish Demonstration Class - William Palonis

Second level ALM, Harcourt, Brace, materials were used. They proved to be quite satisfactory although many participants were acquainted with them.

The class met daily for a 40-minute period. There were 12 high school students. In addition to the class work, there were 12 half-hour laboratory periods each week. Units 13, 14, and 15 were covered in the eight-week session. Mr. Fellague and I divided the participants for observation purposes. I had the A group (9 people) for the first three weeks in my class. Mr. Fellague had the B group (9 people) in his first-year demonstration for the same length of time. The C group (12 people) were assigned to three weeks of Laboratory, since we felt they needed this initial stimulus to give them more confidence for conversational purposes. The groups were alternated as the Institute progressed. This allowed each group time in Level I and Level II - Demonstration classes and in Laboratory practices. I taught the demonstration class the first week and a half. Then each of the participants was given an opportunity to teach one period. Prior to their teaching, I spent two 45-minute periods with each participant to help him prepare for the class; to discuss objectives, teaching devices, class planning, and to make certain that there would be a planned continuity to the presentation of materials. I also taught each Wednesday to let the children know that a formal situation existed and that this was not just a trial situation and that "I" was "their" teacher. After the demonstration class, there was a 40-minute

critique period wherein those who had observed the "participant" teacher could make constructive criticism. I guided this critique along positive lines never allowing them to become personal or to demoralize the teacher with negative comments. Here all of the diverse techniques of the participants were brought to light and new ways of presentation, motivation, gimmicks, and interest-retention ideas were discussed along with the relative merits or bad points of each. We used audio-lingual techniques as the basis for all comments, but were professional enough to understand that even these must be judged in light of time, moment, and place. I usually allowed all but the "participant" teacher to depart 10 minutes early so that we two might be able to frankly discuss the weak points of the presentation. This system worked very well.

First-Level French Demonstration Class - Algirdas Valius

It is unnecessary to explain again the objectives of the St. Cloud Method for this is the third year that Voix et Images de France has been used in the Demonstration Class. However, this is the first year that we have been supplied with all of the necessary materials. There were twenty-seven students enrolled in the class, twenty-five of them attended faithfully to the very last day. The Demonstration Class met two days without the presence of the participants. Later six participants attended the class daily. The rest of the participants attended either the Level II Demonstration Class or practiced in the Laboratory. During the critique period, the participants discussed and evaluated the aims and objectives of the St. Cloud Method as well as their merit and effectiveness in application.

After having observed for two weeks the participants began to teach. Of the 18 who had taught, 16 have enjoyed and profited from the experience. They were very much pleased with the responsiveness and enthusiasm of the children, the well-organized text, and the uncomplicated machinery. The classroom itself, in respect to size and lighting, is somewhat unsatisfactory. The class satisfactorily completed the first three units, and started with the fourth unit.

Second Level French Demonstration Class - Joseph Renahan

There were twenty-three students in this class during the school year and all of them attended the summer demonstration class at some time or other, thereby indicating an interest in pursuing their language studies. However, these students are engaged in a variety of activities and this attendance suffered somewhat from competition with drama workshop, bank camp, boy scout camp, and family vacations. Average attendance was eighteen and thirteen students received certificates at the conclusion of the course.

The class began near the end of Unit Eleven and progressed to near the end of Unit Thirteen. The class met for two days at the beginning of the Institute without the participants being present. Then those participants with the greatest fluency in French observed the class for approximately two weeks. After this observation period, each one taught a class. The demonstration classes were followed by a critique which involved an objective evaluation of the lesson primarily from the methodological point of view. When this group of participants had finished their observation and teaching they went on to observe and teach the first level Voix et Images de France class. At this time, the two sections of participants with less competence in the language were permitted to attend the demonstration class in groups of four. This was done in order to permit the other participants in these sections to spend a maximum of time in the language laboratory for upgrading their skill in French. It was done also to minimize their anxiety about teaching an A-LM class. Since most of them, however, are going to be teaching an A-LM French class in the fall, they were motivated to observe, perform, and evaluate with interest. All of them accepted criticism in good grace and profited from the experience of having recurrent errors pointed out to them in a sympathetic atmosphere.

In general, the participants demonstrated sound audio-lingual teaching procedures and brought a great deal of talent and ingenuity to their assignment. The main problem of the "B" and "C" groups is in the area of language skills and with persistent effort and encouragement, these can be improved during the years to come.

Methods - Materials Class - The four demonstration teachers shared the responsibilities for conducting each session. Mr. Ahmed Fellague, Mr. Joseph Renahan, Mr. Algirdas Valius, and Mr. William Palonis.

The Methods-Materials class met 3 times per week, Monday, Tuesdays, and Thursdays. The basic text for the course was Wilga Rivers "Psychology and the Foreign Language Teacher." The time devoted to discussion of the text was limited because of the varied nature of our schedule. However, much interest and enthusiasm could be noted from the many informal individual and group discussions of its content. According to participants, it stimulated their thinking and caused them to re-evaluate their own teaching experiences, thereby broadening their insight into the many problems faced by F. L. teachers. An examination was given on the last day of class, and the results are indicative of its value to us. Of 59 participants, 16 made A's, 18 B's, 24 C's, and 2 D's.

The main purpose of the class was an interchange of professional ideas, ideals, methods, and materials. This end was achieved by having 10 committee reports. The committees were composed of six members each; three from the French group, and three from the Spanish. The Committee names are indicative of the sundry facets of F-L teaching that were covered; i. e., Articulation, Language Clubs, Motivation and Teaching Devices, Pre-Reading, Third and Fourth Year Offerings, Audio-Visual Aids, Eligibility Criteria, Testing, Ideal vs. Practical AL Teaching Conditions, Evaluation of audio-lingual visual materials in current use. These Committees were well received by all. Its intrinsic value lay in the lively, interesting question and answer period after each Committee Report. Interspersed with the above-mentioned were demonstrations given by representatives of several textbook companies, i. e., McGraw Hill, Holt, Encyclopedia Britannica, and Electronic Futures, Inc.

Linguistics Course (French & Spanish) James Daly

The course began with a series of lectures on: Linguistics in its Historical, Diachronic or Philological Aspects; Linguistics in its Structural, Synchronic or Descriptive Aspects; Linguistics in its Teaching Application Aspects; Comparative Linguistics (general Indo-European); Geolinguistics - a general survey of the world distribution and relationships of languages; The Japanese Language (as a one-period "shock" course); The Interrelation of the Expression and Content Systems in Language; Definition, Explanation, and Exemplification of the Functions of Phonetics, Phonemics, Morphology, and Syntax. All of these subjects were treated with extensive exemplification from several languages: French, Spanish, English, Japanese, Greek, and Latin.

The main portion of the classroom lectures was devoted to Phonetics and Phonemics. This covered the vast majority of the course time. A careful survey of the phonology and phonemics of both English on the one hand, and French or Spanish on the other; a thorough comparison of the two contrasting languages (French or Spanish vs. English); a full treatment of the difficulties to be experienced by students in learning, and by teachers in instructing; and references were made, wherever possible to languages other than French, Spanish, and English.

Morphology was only very briefly treated at the end of the course: its interdependence with Phonetics, Phonemics, and Syntax; and, the essence, role, and description of Morphemes.

The course also included the showing of five films: the MLA Series entitled "Principles and Methods of Teaching a Second Language." Each film was followed by a brief lecture on a topic suggested by the film

itself, and treated with multi-lingual examples. Specific participant activities included reading assignments totaling the full textbook for the course, suggested supplementary reading in the form of reprints of linguistic articles from scholarly magazines (23 in number), and a term paper on an approved topic from the area of Morphology or Syntax necessarily relating to the problems and solutions involved in teaching.

III. Evaluation.

A. Linguistics

Those of us who visited Mr. Daly's classes were quite gratified by the degree of success he obviously had. I must say that in the first two institutes I directed, Linguistics posed a problem that seemed beyond solution. In our Second Field Institute, we have the great advantage, first of all, that all our participants have been to another institute and have been at least exposed to Linguistics. We have the further advantage of Mr. Daly's background, personality, and special aptitude for this work. We all feel that he did a good job, both from the point of view of clearing up some basic misapprehensions about theory, and in furnishing a good sample of factual application of Linguistics to the teaching of Spanish and French. Of the participants, only three offered a few adverse criticisms. One said he considered that there was too much emphasis on theoretical material. The others felt that not enough of the other participants had understood what went on, although the tests proved that this was not the case. We found nothing we would want to change in a subsequent institute, and this was borne out by the numerous remarks made to the director in private about the course. All those who talked to me expressed a high degree of satisfaction with what they had gained.

B. Culture

The Culture lectures were quite well received. A few of the participants had difficulty understanding them at first, but the discussions and questions following the lectures helped, and of course all the participants learned as time went on, so that by the middle of the Institute there were no further problems of this sort. Our staff discussions brought out one desirable change in the procedure for the second part of the culture period. The suggestion was made that we should drop the term "Composition" in reference to the language improvement classes and instead, say that the second part of the culture period would be for discussion or composition. We would then assign one composition per week connected with the culture work and check on it at an open period during the following week. The consensus was that in the language improvement classes, especially as regards the B and C groups, there was so little time for actual composition work that it was misleading to the participants to refer to it in that way. What was done in those classes was mostly in the form of short written exercises to improve the participant's grasp of basic written form. The change we would incorporate into a future institute would give greater flexibility in the language improvement classes and would also enable us to give the participants beforehand a clearer idea of what to expect. In general, the approach to the handling of the area work should, we feel, remain the same.

C. Demonstration classes.

At a long meeting attended by the director and the four demonstration teachers shortly before the end of the Institute, a suggestion put forward by Mr. Renahan was discussed from every point of view and approved as sound. His idea is that we would accomplish much more for the kind of participants we have learned to expect in this Institute if we would offer two advanced high school classes instead of the two second year classes. It developed in the course of the discussion that there was not enough difference between the work of the first and of the second year classes to give maximum benefits to the participants. We have had many requests from participants, both in the present Institute and in previous ones, for help in the many problems of adapting audio-lingual methods to the teachingof literature on the higher levels. The main problem we foresaw in setting up these advanced demonstration classes was in respect to the possibility of getting enough students with the right amount of previous training. My experience in this community leaves me in no doubt that we could get more than enough students to enter such classes, both in French and in Spanish. The question is as to whether they would be uniform enough in background and ability to provide classes with sufficient homogeneity. This remains to be seen. We agreed that since Mr. Renahan and I are both part of the regular staff at this University, we can explore the possibility if we learn in October that we are to hold another institute. We feel sure that the four classes are needed, particularly since we can offer different teaching materials in them. This was one of the features of our Institute that met with universal approval. In a subsequent institute, then, we would continue to offer the four demonstration classes, and we would hope to make two of them third or fourth year classes, one in each language. Our four teachers are eager to work at it, and they are men of imagination and capacity, so that we can be sure that what they do will be of value. For a more detailed account of the demonstration work, see the reports under Progress of the Institute.

D. Materials and Methods

As I explained in the brief description of the program, we made extensive use here of the previous experiences of the participants, as well as those of our four demonstration teachers, who were in charge of this class. Because of the nature of the work, and becuase of the fact that four people were in charge of it, it lacked the firmness and unity of the other classes, and this was apparent in the comments of the participants. We decided in our staff evaluation meetings that we had misled the participants to some extent by not giving them a better description of the work. We decided that in a subsequent institute we would call it a seminar, with the further statement that there would be a few lectures by the demonstration teachers. We did not, however, feel that the essential nature of the class should be changed. Again I refer to the report contained

under Progress of the Institute. We provided time during this period for a small number of visitors to the Institute, who were demonstrating the materials offered by the publishers they represented. We would not do this, of course, if the number were large, since it would take too much time from what we have to cover. The discussions that followed the demonstrations of these materials were always fruitful. In general, the participants welcomed the opportunities provided in this class. The panels were made up of people who knew what they were talking about and who had a real interest in presenting every angle and in seeing both good and bad points. A few of them were expecting a more routine class, but they all entered readily into the discussions, and every one of them had something to contribute.

E. Language Improvement

We found long ago in working with institute participants that the brief time at our disposal had to be spent in the most practical way possible. Our phonetics work is, therefore, tied closely to the conversation practice. When we hear a foreign phoneme wrongly used or an English phoneme substituted for a French one, we try our best to correct it while the memory of it is still fresh. We had one participant in Spanish who had a quite remarkable ability to speak the language. Her vocabulary was more than adequate, and her feeling for structure was quite sound. She spoke, unfortunately, with a complete set of American-English phonemes. We worked very hard with her, and despite the fact that she was one of the oldest participants, she made quite good progress. Many of them were helped in their pronunciation, and all the poorer ones were helped a great deal with their grasp of basic structure. The comments we have from them about the language improvement classes all indicate that they were, on the whole, well satisfied with the progress they made. At this writing, we do not yet have the comparative test grades on their basic skills. These will be furnished to accompany this report when they are available.

F. Language laboratory

In general, the quality of our equipment is good, although some of the tape recorders are beginning to need replacement. We have a remote center, and we always had a number of programs available, both in French and in Spanish. A few of the participants were disturbed, because they did not like to have to choose what they would work with. They wanted to have more specific assignments. The shoe usually is on the other foot, as well all know, but it is impossible to please everybody all the time. One legitimate complaint was that a few of our periods were too long for sustained laboratory work. We have decided that these periods will be broken up in a subsequent institute, with a change of program manditory for the second part and some space left in between. We did not find as much criticism of the French labs as of the Spanish in this Institute.

In this general connection, I should refer to a practice we have had from the beginning of our institute work of advising the participants to bring at least fifty dollars worth of tape with them for copying. We found this year that some of them expected to copy materials for sale by the various publishers. This is not possible, of course, and we will have to make it clearer to the participants in the future.

G. Evening Programs

I believe we all agree that this turned out to be something of a weakness in this Institute. We had planned four movies and four lectures. As it developed, the movies were not particularly good ones. We did our best to find films that would be interesting and helpful. Such things are, apparently, very scarce. We have made a resolution to search diligently in case we offer another institute. We lost two lectures, as indicated above, first by the illness of Professor Herrera, and second, because the air lines strike prevented Dr. Castillo from getting here. The two lectures we had were outstanding.

H. New Materials

Most of the materials used in the Institute had been used previously. The most important innovation was the use for the first time of the program La Familia Fernandez by Encyclopaedia Britannica Films. For a more detailed description and evaluation, see Mr. Fellague's report under Progress of the Institute. A few of our participants were intending to use this set of materials next year, and most of the others expressed interest in it. The children were quite pleased with it and apparently made good progress. Every year adds new tapes and records to our collection, and this one was no exception, but none of these was actually a new departure. Over the years we have accumulated so much material of all kinds for institute use that our problem now is to find time to make good use of it.

IV. Conclusion

As I look back over the events surrounding the Institute, I can see a few things that dominate the landscape. The first is the firm, constant, efficient, and enthusiastic work of my staff. No better proof can be asked of the accuracy of this evaluation than the fact that Professor Herrera's illness did not hinder the Institute from becoming an outstanding success. We all missed him, of course, and I cannot say that we would not have done better if he had been here, but all our teachers knew their work and the whole operation so well and were so accustomed to working well together that they did not let the participants feel for one moment that they would be let down in any way by this

misfortune. I had absolutely no difficulty with any staff member in any way. Every class was met and handled well. Every participant was dealt with as an individual and as a professional person with his own special problems. My thanks go out to all the staff, but in particular to those who lived in the dormitory with the participants: Mr. Valius, Mr. Fellague, Mr. Palonis, and Mr. Forcadas. I should also mention the valiant, steady work of the six conversation leaders, all of whom made many friends among the participants. The second outstanding feature of the landscape is the highly professional character of our participants. This is a source of special gratification to me, since it begins to fill a need I have long felt keenly. I believe we have here one more proof of the immense value of the institute program. After having worked with six institutes, I can say without hesitation that the degree of professional seriousness has quite definitely increased. This is something that I believe most institute directors who have observed closely will have noticed. A third point that deserves mention is the obvious fact that we in the business of foreign language teaching are no longer on the defensive. Whatever criticisms may be levelled at the institute program, and they have been many and will be more, it is undoubtedly true that the country as a whole is now accepting foreign language teaching as a necessity, and that the institute program has contributed largely to this state of affairs.

Despite the weaknesses we have found, which have, I believe, been honestly assessed in this report, I can say without hesitation that this has been a good institute. This opinion is shared by the staff and by the participants, many of whom have gone out of their way to tell us what the second field work has meant to them.

WEST VIRGINIA UNIVERSITY
Second Field
NDEA SUMMER LANGUAGE INSTITUTE, 1966
Morgantown, W. Va.

STAFF

	Office	Phone 293-	Address	Home Phone
Gottlieb Andersen	437	5123	441 Dallas St.	
James Daly	411	5121	Arnold Apts.	293-3688
Rafael del Valle	436	5123	31 Bates Road	296-4240
Ahmed Fellague	430	5123	Arnold Hall	
Alberto Forcadas	436	5123	Arnold Hall	
Alexandre Goulet	441	5121	17 Grant Ave.	292-9346
Francisco Herrera	429	5123	30 Kingston Drive	292-1184
Donald Huffman	444	5121	781 Meadowbrook Road	292-2620
Robert Laborde	437	5123	2012 University Ave.	292-8837
Daniel McQuade	439	5121	25 Wilson Ave.	292-3915
William Palonis	430	5123	Arnold Hall	
Joseph Renahan	424	5123	721 McLane Ave.	296-8183
Robert Stilwell	420	5122	810 Stewart St.	296-3148
Algirdas Valius	424	5123	Arnold Hall	

CONVERSATION LEADERS

French

Miss Jeanine Bilton	Arnold Apts.
Guy Lemaitre	Arnold Hall
Lamini el-Hadi	Arnold Hall

Spanish

Miss Elsa Amestoy	Arnold Hall
Miss Martha Madrid	Arnold Hall
Fabio Arcila	Arnold Hall

LANGUAGES HOUSES

French	Delta Delta Delta Sorority Miss Mildred Bailey, Hostess	652 Spruce St.	292-9627
Spanish	Alpha Delta Pi Sorority Mrs. Virginia Johnson, Hostess	299 Prospect St.	292-1792

West Virginia University Summer Language Institute, 1966

FRENCH SCHEDULE

Class	Days	Time	Room
French Area Lecture and Discussion--Laborde	M T W Th F	8-8:50	408
First Year High School Demonstration-Valius	M T W Th F	9-9:40	409
Second Year High School Demonstration--Renahan	M T W Th F	9-9:40	408
Lab for those not visiting Demonstration--Huffman	M T W Th F	9-9:40	402-403
French High School Lab Renahan--Valius	M Th	9:50-10:20	402-403
Conference Period	W	9:50-10:20	
French Linguistics--Daly	M T W Th F	10:30-11:10	410
Critique--Renahan--Valius	M T W Th F	11:20-12:00	407-408
Lab for those not in Critique--Huffman--Andersen--Goulet	M T W Th F	11:20-12:00	403
Lunch and Conversation		12:15-1:00	House
Conversation A--Conversation Leaders	M T W Th F	1:00-1:40	House
Conversation and Phonetics B--Goulet	M W F	1:30-2:10	407
Composition and Grammar B--Goulet	T Th	1:30-2:10	407
Conversation and Phonetics C--Andersen	M W F	1:30-2:10	408
Comp. and Grammar C--Andersen	T Th	1:30-2:10	408

West Virginia University Summer Language Institute, 1966

Class	Days	Time	Room
Conversation and Phonetics A--Goulet	M W	2:20-3:00	407
Composition and Grammar A--Andersen	T Th	2:20-3:00	407
Special Lab for B and C--Huffman--Goulet	T	2:20-3:00	402
Special Events	F	2:20-4:00	
Materials and Methods--Demonstration Teachers	M T Th	3:10-3:50	206-408-409
Special Events	W	3:10-3:50	
Pre-Dinner Conversation		5:00-5:30	House
Dinner and Conversation (B and C Groups will get special attention in conversation during and after dinner.)		5:30-7:00	House
Evening Programs		7:30	

Institute Reserve Library 426
Conference Room 445
Coffee Room 406

West Virginia University Summer Language Institute, 1966

SPANISH SCHEDULE

Class	Days	Time	Room
Spanish Area Lecture and Discussion--del Valle	M T W Th F	8-8:50	409
Spanish Linguistics--Daly	M T W Th F	9-9:40	410
Spanish High School Lab--McQuade--Palonis--Fellague	T F	9:50-10:20	402-403
Conference Period	W	9:50-10:20	
First Year High School Demonstration--Fellague	M T W Th F	10:30-11:10	409
Second Year High School Demonstration--Palonis	M T W Th F	10:30-11:10	408
Lab for those not visiting Demonstration--McQuade	M T W Th F	10:30-11:10	402-403
Critique Palonis--Fellague	M T W Th F	11:20-12:00	409-408
Lab for those not in Critique--McQuade--Herrera--Forcadas	M T W Th F	11:20 -12:00	402
Lunch and Conversation		12:15-1:00	House
Conversation A--Conversation Leaders	M T W Th F	1:00-1:40	House
Conversation and Phonetics B--Herrera	M W F	1:30-2:10	409
Composition and Grammar B--Herrera	T Th	1:30-2:10	409
Conversation and Phonetics C--Forcadas	M W F	1:30-2:10	410

West Virginia University Summer Language Institute, 1966

Class	Days	Time	Room
Composition and Grammar C-- Forcadas	T Th	1:30-2:10	410
Conversation and Phonetics A-- Forcadas	M W	2:20-3:00	410
Composition and Grammar A-- Herrera	T Th	2:20-3:00	410
Special Lab for B and C-- Forcadas - McQuade	Th	2:20-3:00	402
Special Events	F	2:20-4:00	
Materials and Methods-- Demonstration Teachers	M T Th	3:10-3:50	408-409-206
Special Events	W	3:10-3:50	
Pre-dinner Conversation		5:00-5:30	House
Dinner and Conversation (B and C groups will get special attention in conversation during and after dinner.)		5:30-7:00	House
Evening Programs		7:30	

Institute Reserve Library	426
Conference Room	445
Coffee Room	406

West Virginia University
NDEA Summer Language Institute, 1966
Evening Programs

All programs begin at 7:30 p. m.

July 1	Movie: "The Spice of Life" (French)
July 15	Lecture: "Las Canciones Folklóricas de España," with musical selections by Professor Francisco Herrera, West Virginia University
July 20	Lecture: "French Folk Music," with musical selections by Professor Robert Laborde, l'Ecole Supérieure de Commerce, Bordeaux, France
July 22	Movie: "Lazarillo" (Spanish)
July 28	Movie: "Passion for Life" (French)
August 4	Movie: "Mexican Bus Ride" (Mexican)
August 5	Lecture: "Why Linguistics?" by Professor Lawrence Poston, University of Oklahoma
August 8	Lecture: "Lo Económico, Lo Político, y lo Social en El Salvador" by Dr. Fabio Castillo, President, University of El Salvador

FRENCH

TABLE I

NAME	HOME ADDRESS	PRE INSTITUTE SCHOOL ADDRESS	POST INSTITUTE SCHOOL ADDRESS
Allen, Barbara(Mrs.)	720 Hillview Drive Boise, Idaho	East Jr. High School Boise, Idaho	
Baugus, Leo	2929 Rhodelia Avenue Claremont, California	Glendora High School Glendora, California	
Berg, Ronnye Lee(Miss)	910 Wegman Road Rochester, New York	Germantown Central Germantown, N. Y.	Gates Chili Central Rochester, N. Y.
Ceccarelli, Raymond	101 E. Gault Way Sparks, Nevada	Geo. Dilworth Jr. H. Sparks, Nevada	
Clark, Harold E.	812 Grefer St. Harvey, La.	Lincoln High School Marrero, La.	
Cloos, Robert L.	91 Farragut Pl. N. Plainfield, N. J.	West Essex H. S. West Caldwell, N. J.	
Creed, Robert	Blair Academy Blairstown, N. J.	Blair Academy Blairstown, N. J.	
Davidoff, Mark	Cross Road Lake Mohegan, N. Y.	Mahopac H. S. Mahopac, N. Y.	
Denny, James	General Delivery Padoha, Hawaii	Plateau Valley H. S. Collbran, Colorado	Padoha H. S. Padoha, Hawaii

FRENCH (cont'd)

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST INSTITUTE SCHOOL ADDRESS
Eisenstadt, Ann (Miss)	1039 Hunterdon Street Newark, New Jersey	Hillside High School Hillside, New Jersey	
Gerstein, Fred L.	294 Main St. Apt. E Madison, New Jersey	Chatham Township High School Chatham Township, New Jersey	
González, Otila (Miss)	704 Chapoy Street Del Rio, Texas	Del Rio High School Del Rio, Texas	
Govern, Fred	52513 Gumwood Road Granger, Indiana	South Bend Central J-S High South Bend, Indiana	
Greek, Jean (Mrs.)	2831 Ripley Avenue Jacksonville, Florida	Sam Wolfson Sr. H. S. Jacksonville, Florida	
Green, Edward	12400 S. W. 187th Terrace Miama, Florida	West Miami Jr. H. S. Miami, Florida	
Jackson, William	2564 South Clermont Denver, Colorado	Adams City Jr. H. S. Denver, Colorado	
Jacoby, Louis	1365 St. Nicholas Ave Apt. 25-R , N. Y. , N. Y.	Morris High School Bronx, New York	
Jenkins, Gladys (Mrs)	2907 Magnolia Street Portsmouth, Virginia	I. C. Norcom High School 2900 Turnpike Road Portsmouth, Virginia	
Kasky, Michael	2465 Applewood Avenue Lincoln Park, Michigan	Lincoln Park High School Lincoln Park, Michigan	

FRENCH (cont'd)

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST - INSTITUTE SCHOOL ADDRESS
Lasser, Morris J.	3547 W. Lawrence Avenue Chicago, Illinois	Board of Education 228 N. LaSalle Street Chicago, Illinois	
McMichael, Sister M. Protase	70 Holcott Drive Attleboro, Mass.	Bishop Feehan H. S. Attleboro, Massachusetts	
McSweeney, Kathleen (Miss)	21-24 25th Street Astoria, New York 11105	Merrick Avenue Jr. H. S. Merrick, New York	
Mills, Evangeline (Mrs.)	Box 331 Chestertown, N. Y.	Warrensburg Central School Warrensburg, New York	
Ortmeyer, John	22W571 Burr Oak Dr. Glen Ellyn, Illinois	Glenbard West High School Glen Ellyn, Illinois 60137	
Pennington, Gail(Miss)	131 Cedar Lane Closter, New Jersey	Dumont High School Dumont, New Jersey 07628	
Rossi, Lana Rae (Miss)	115 Prospect Avenue Long Beach, California	Robert A. Millikan H. S. Long Beach, California	Polytechnic High School Long Beach, California
Smith, Lawrence	P. O. Box 6743 Columbus, Ohio	Bexley High School Bexley, Columbus, Ohio	
Smith, Roland B.	1991 Valley View Road Hollister, California	San Benito Joint Union High School Hollister, California	

FRENCH (cont'd)

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST-INSTITUTE SCHOOL ADDRESS
Sprauve, Gilbert	1824 Loganside Drive Los Angeles, California	Manual Arts High School Los Angeles, California	
Young, Anniebeth (Mrs)	137 Woods Avenue Rockville Centre, New York	Baldwin Junior High School Baldwin, New York	

SPANISH

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST-INSTITUTE SCHOOL ADDRESS
Allen, John	11240 Bird Road Miami, Florida	Miami Senior High School Miami, Florida	
Bachman, Albert	Greystone Road White Hall, Maryland	Hereford Jr. Sr. H. S. Parkton, Maryland	Franklin Sr. H. S. Reisterstown, Md.
Baughin, Judith (Mrs.)	6300 Corbly Road Cincinnati, Ohio	Anderson Jr. H. S. Cincinnati, Ohio	
Bavaresco, Rina (Miss)	735 Josephine Street Denver, Colorado	South Junior High School Aurora, Colorado	
Benenati, Francesco	14 Highlawn Avenue Lawrence, Massachusetts	Lawrence High School Lawrence, Massachusetts	
Boudreaux, Dian-P. (Miss)	Box 14-A Theriot, Louisiana	South Terrebonne High School Bourg, Louisiana	
Brannick, Tommie(Mrs)	244 West Kelso Tucson, Arizona	Canyon del Oro School Tucson, Arizona	
Chapdelaine, Fernand	474 Vinton Street Manchester, N. H.	Newfound Memorial H. S. Bristol, N. H.	Manchester Memorial H. S Manchester, N. H.
Colman, Richard	3970 18th Street Ecorse, Michigan	Edwin Denby High School Detroit, Michigan	
Cox, Charles	Route 1, Box 200 Meadow Bridge, W. Va.	Sissonville High School Charleston, W. Va.	

SPANISH (cont'd)

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST-INSTITUTE SCHOOL ADDRESS
Driver, Clyde T. Jr.	Box 214 Adair, Oklahoma	Adair High School Adair, Oklahoma	Sapulpa High School Sapulpa, Oklahoma
Finley, Norma (Miss)	21 S. Dianna Memphis, Tennessee	Humes High School Memphis, Tennessee	
Garrett, Charles	1507 Laurel Street Roanoke Rapids, N. C.	Roanoke Rapids Jr. -Sr. H. Roanoke Rapids, N. C.	
Howard, Smith W. Jr.	12220 Dandridge Drive Dallas, Texas	J. N. Ervin High School Dallas, Texas	
Jones, Elizabeth (Miss)	2509 Victoria Blvd. Hampton, Va.	Carver High School Newport News, Virginia	
Lyons, Winnifred (Miss)		West High School Corning, New York	Brooklyn High School Brooklyn, Ohio
Methot Michel	800 Charles Street Fall River, Massachusetts	Somerset High School Somerset, Massachusetts	
Moore, Susie Mae (Mrs)	706 E. Cedar Street Augusta, Georgia	T. W. Josey High School Augusta, Georgia	
Murray, Lana (Miss)	Rt. 1 Box 71D Bartow, Florida	Winter Haven High School Winter Haven, Florida	
Pantoleon, Thomas	1348 Crawford Detroit, Michigan	Western High School Detroit, Michigan	

SPANISH (cont'd)

NAME	HOME ADDRESS	PRE-INSTITUTE SCHOOL ADDRESS	POST-INSTITUTE SCHOOL ADDRESS
Persico, Frank	220 E. Third Street Hazleton, Pennsylvania	Hazleton Senior High School Hazleton, Pennsylvania	
Roberts, John J.	702 Beekman Street Medford, Oregon	Medford Senior High School Medford, Oregon	
Selmer, Dorothy (Miss)	360 West 22nd Street New York, New York	Junior High School 49 Dreyfus Staten Island, New York	
Stewart, Donald	4066 W. 17th Street Los Angeles 19, California	Mt. Vernon Junior High School Los Angeles, California	
Thomas, Lucille (Miss)	2660 Rockwell Beaumont, Texas	Charlton-Pollard High School Beaumont, Texas	
Thornock, Warren	8921 Plaza Park Dr. Elk Grove, California	Elk Grove Senior High School Elk Grove, California	
Tynan, Nora A. (Miss)	139-38 58th Avenue Flushing, New York	Copiague Jr.-Sr. High School Copiague, New York	
Vozzi, Sister M. Teresa	206 S. 19th Street Philadelphia, Pennsylvania	West Catholic Girls High School Philadelphia, Pennsylvania	
Warren, Benjamin H.	1514 Booth Avenue Owensboro, Kentucky	Daviess County High School Owensboro, Kentucky	
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